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ARBOR DAY.

May 2,



1890.

STATE OF NEW YORK.

Department of Public Instruction,

SUPERINTENDENT'S OFFICE,

Albany, April 1, 1890.

The first observance of Arbor Day in this State, under the law of 1888, took place May 3, 1889. More than half of the school districts of the State reported as having observed the day by planting trees about school grounds. In nearly every case the planting was accompanied by interesting literary exercises.

This result was very satisfactory. It is hoped that all districts which observed the day in 1889, may observe the day with still greater enthusiasm this year, and that school districts which did not observe it may be induced to inaugurate the custom on May 2, next.

While the work performed on Arbor Day cannot counteract in a sensible degree the constant inroads upon our forests, made necessary by the unceasing demands of our rapidly increasing population, the children of the commonwealth may be taught to love nature, and a reverence for trees. Wanton destruction of our forests may be stayed, and something can certainly be done through this agency to make attractive the school grounds of the State, already too long neglected.

It is hardly necessary to repeat here the general observations on this subject published in the circular of 1889. The purpose of the law in establishing Arbor Day is commendable in every way, and its general observance throughout our State is earnestly recommended. With the hope that pleasure and satisfaction may come to all who observe the day, and that practical results may follow, the accompanying suggestions are offered.

In some sections of our State it may be impracticable to delay the planting of trees until May 2, the day fixed by law for Arbor Day. In such cases it is recommended that trees be planted when this work can most successfully be done, and that all districts unite in observing the day by literary exercises on the day fixed by the law.

Very truly,

*A. S. Draper**Superintendent.*

SUGGESTIONS FOR THE OBSERVANCE OF ARBOR DAY, 1890.

THE STATE FLOWER.

The Maple having been chosen the "State Tree," by a vote of those who participated in the Arbor Day exercises in New York, in 1889, it is now proposed to select a "State Flower" in the same manner. Let all who participate be requested to prepare ballots for this purpose, and arrange to have the vote taken during the exercises. Teachers should promptly report the vote to the School Commissioner upon the blank given elsewhere.

PATRIOTISM.

It is fitting in all Arbor Day exercises in our schools, that patriotism should be combined with tree-planting. Love of nature and love of country go well together. Let the national flag with forty stars float over every school-house, and in the exercises of the day let the "Star Spangled Banner." "America" and other patriotic songs be sung with the songs which more distinctly relate to the day. Where more than one tree may be planted, let one be dedicated to some patriot or soldier whose name is associated with our country's history.

COLLECTIONS OF WOOD, Etc.

Public recognition will be made in the circular of 1891, of the student in the common schools who will transmit to the Superintendent of Public Instruction, before October 1, 1890, the best collection of bark, wood-sections, leaves and fruit of the Maple tree, taking into consideration variety, artistic preparation, etc.

SPECIMEN PROGRAMS.

If specimens of programs of exercises used on Arbor Day are sent to the Superintendent of Public Instruction, before October 1, 1890, such as merit special recognition will be published in the next forthcoming Annual Report.

CLASS EXERCISES.

Let the members of a class each representing some particular tree, describe how the tree grows, where it is found, what the wood or fruit is good for, etc. A great variety of facts can thus be brought out in an instructive and entertaining manner. It would add interest if each speaker would omit the name of the tree represented, leaving hearers to decide upon the name.

USES OF TREES IN POETRY.

Have some person give quotations from the poets to show what trees have been used in poetry to typify certain qualities, as, for instance, the oak typifying strength: the willow, sadness, etc.

BEST AMERICAN POEM ON NATURE OR TREES.

At exercises to be held on Arbor Day, 1891, the teachers of the State will be requested to express their choice by vote for the best American Poem on Nature or Trees. Announcement will be made in the next succeeding circular of the detailed vote.

FARMERS' CLUBS.

Where schools are made up largely from families of farmers, a Farmers' Club or Forestry Convention, or Grange, might be organized, arranging the program in parts, under subjects: Why trees should be planted.—The effect of destroying forests.—How to plant and care for trees.—Lessons from Nature about trees.—Lessons from history about trees.—The habits of trees.—The enemies of trees, etc., etc. The pupils selected for the first part of program could organize the Club by electing a Chairman, etc., in regular way, and go through their part as regularly as any organization of the kind. They would then adjourn and the next exercise would follow, choosing the same or different officers as might be advisable. The plan should be as real as possible. This exercise would be of practical benefit in familiarizing with such proceedings those taking part in them.

FOR ESSAYS OR ORATIONS.

I. The Tree in Nature.

1. It gives shelter, shade, fertility and fruit.
2. It adds beauty of form and color, grace and variety to a landscape.

Consider (1.) In what way does the tree serve each of these ends? (2.) What trees are best and what least adapted to each, and why? (3.) Where are they found? (4.) What care of planting, culture and choice of surroundings will best fit each for its particular use?

II. Artificial Uses.

1. It is used for fuel, building, implements of husbandry, useful furniture, carriages of all kinds, household utensils and other things *ad libitum*.
2. It is used for decorations in architecture, in finishing and furnishing rooms, and in other work where wood is used for the body of the work.

Consider (1.) Varieties best adapted to each use and why? (2.) Where obtained? (3.) Method of manufacture. (4.) Application for preservation and improving natural qualities.

"Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all."—[WHITTIER.]

PREPARING A PROGRAM.

CAUTION: Do not make the Program too long.

SUGGESTIONS.

1. Arrange program suited to age and ability of pupils.

2. Aim to give such *variety* to program as will most interest pupils and patrons.

The following features are recommended from which selections may be made—the arrangement of which must be left to the tact and judgment of the teacher.

1. **Devotional Exercises**—Reading of Scripture (selections concerning trees, etc.); Prayer; Song.
2. **Reading**—of Arbor Day Law, page 6; of Circular, page 1; of Extract, page 6; of Letters received.
3. **Songs**—Let singing be arranged to afford a pleasant variety to exercises. Short songs are best. Combine patriotic songs with those relating particularly to Arbor Day.
4. **Readings**—Arrange selections, when advisable, so as to include more than one pupil, giving each pupil one verse or more.
5. **Essays—Orations**—These should be brief, consisting of original productions relating to trees, their habits, location, uses, etc.
6. **Declamations—Recitations**—Brief and stirring selections should be used. There is a wide field for selection under this head.
7. **Remarks by Visitors**—Should be very short and pointed. Not too many speakers.
8. **Address**—A short address suitable to the day.
9. **Class Exercises**—These can be made attractive, instructive and interesting for all grades of pupils. Let each pupil in class recite a verse, with closing verse in concert. A single selection may be divided or verses may be taken from more than one selection. See "Arbor Day Acrostic" on page 4 for younger pupils. Older pupils may take other appropriate selections. (See Class Exercises on another page.)
10. **Vote on "State Flower"**—See that ballots are provided and inspectors appointed in advance, that there may be no delay.

PROGRAM—AT THE TREE.

Suggestions: Arriving at the place designated for the planting of a tree, everything should be found in readiness by previous preparation, in order that there may be no delay. By arrangement, the tree should be dedicated to some particular person as may have been decided. It would be well to have printed or painted on tin or wood, and attached to the tree, the name of the person to whom it is dedicated.

After a marching song has been sung on the way to the tree, the following order of exercises is suggested:

1. **Place the Tree Carefully in Position.** (See 5, below.)

NOTE.—When advisable, the tree may be placed in position in advance of the exercises.

2. **SONG.**

3. **A brief statement by the teacher or another concerning the person to whom the tree is dedicated.**

4. **When practicable, recital of quotations from the writings of the person thus honored.**

5. **Let each pupil in the class, or such as may be designated, deposit a spadeful of earth.**

6. **SONG.**

NOTE.—Where impracticable to plant trees, —shrubs, vines or flowers may be substituted. A flower bed may be laid out, and vines set in or seeds planted.

[Original.]

ARBOR DAY.

What do we plant when we plant the tree?
We plant the ship, which will cross the sea.
We plant the mast to carry the sails;
We plant the planks to withstand the gales—
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.

HENRY ABBEY.

"Now is the time for those who wisdom love
Who love to walk in virtue's flowery road,
Along the lovely paths of spring to rove,
And follow Nature up to Nature's God."—[BRUCE.]

ARBOR DAY ACROSTIC

FOR A CLASS OF EIGHT GIRLS.

EACH girl should be dressed in white, with shoulder sash of red, white and blue, and should wear real or imitation flowers of the kind represented.

If flowers cannot be obtained, each girl should wear a coronet made of card-board covered with pink tissue-paper on which appears the name of the flower represented. The letters for the name may be cut out of gilt paper and attached with mucilage.

Each girl should be provided with one of the eight letters comprised in A-R-B-O-R D-A-Y. These letters should be from eight to ten inches long, cut from heavy card-board and covered with evergreen.

Girl representing ARBUTUS enters, carrying letter A,—comes well down in front, and recites her selection; then places letter in position on wall back of stage, for which previous preparation may have been made, and takes her place at left center. ROSE then enters, recites selection, places letter R in position on wall, and takes her place next to Arbutus. Others follow in order. After the last letter has been placed in position all recite in concert.

A-RBUTUS.

I am the Arbutus.

If Spring has maids of Honor—
And why should not the Spring,
With all her dainty service,
Have thoughts of some such thing?

If Spring has maids of Honor—
Arbutus leads the train:
A lovelier, a fairer,
The Spring would seek in vain.

R-ROSE.

I am the Rose.

If Jove would give the leafy bowers
A queen for all their world of flowers,
The Rose would be the choice of Jove,
And blush, the queen of every grove,
Gem, the vest of earth adorning,
Eye of gardens, light of lawns,

Nursling of soft summer dawns:
Love's own earliest sigh it breathes,
Beauty's brow with lustre wreathes,
And to young zephyr's warm caresses,
Spreads abroad its verdant tresses.

B-BUTTERCUP.

I am the Buttercup.

I'm homely and I wear the dress
That once my mother wore;
You may remember having seen
A Buttercup before;

They say I'm but an idle weed,
As useless as I'm gay;
But there was never yet a flower
More loyal to the May.

OX-EYE DAISY.

I am the Ox-Eye Daisy.

Oh welcome, welcome, queenly May!
The Ox-Eye Daisy am I;
I kept my blossoms folded close
Beneath the April sky;

But when the air grew doubly sweet
With music and perfume,
I knew that you had come indeed,
And it was time to bloom.

R-RHODORA.

I am the Rhodora.

In May when sea-winds pierce our solitudes,
We find the fresh Rhodora in the woods,
Spreading its leafless blossoms in a damp nook,
To please the desert and the sluggish brook.

The purple petals, fallen in the pool,
Make the dark water with their beauty gay;
Here might the red-bird come his plumes to cool,
And court the flower that cheapens his array.

D-DAFFODIL.

I am the Daffodil.

The dainty Lady Daffodil
Hath donned her amber gown,
And on her fair and sunny head
Sparkles her golden crown.

Her tall green leaves, like sentinels,
Surround my Lady's throne,
And graciously in happy state,
She reigns a queen alone.

A-ASTER.

I am the Aster.

The Autumn Woods the Aster knows,
The empty nest, the wind that grieves,
The sunlight breaking thro' the shade,
The squirrel chattering overhead,
The timid rabbits lighter tread
Among the rustling leaves.

And still beside the shadowy glen
She holds the color of the skies;
Along the purpling wayside steep
She hangs her fringes passing deep,
And meadows drowned in happy state
Are lit by starry eyes!

Y-ELLOW COWSLIP.

I am the Yellow Cowslip.

Welcome, thrice welcome! all our friends,
I have not much to bring!
I'm but the Yellow Cowslip,
The humblest flower of Spring:

But since before the fairest bloom,
It must be mine to die,
Oh, give to me one gentle smile,
Pray, do not pass me by.

A-R-B-O-R D-A-Y.

All.

We are the sweet flowers,
Born of sunny showers,
(Think, whenever you see us, what our beauty saith);
Utterance, mute and bright,
Of some unknown delight.

We fill the air with pleasure by our simple breath,
All who see us love us—
We benefit all places;
Unto sorrow we give smiles—and unto graces, races.

Arranged by EDWARD C. DELANO for the "ARBOR DAY MANUAL."

ARBOR DAY.

BEST PLAN FOR ITS MOST PROFITABLE OBSERVANCE.

A Gold Medal for the Best Essay.

A gold medal will be awarded to the student in the Common Schools of the State, who will present the best essay on the best plan for the most profitable observance of Arbor Day. The essay must not exceed four hundred words in length, and must be sent before December 1, 1890, to the School Commissioner or City Superintendent having jurisdiction over the school of which the writer is an attendant. The writer must sign the essay with a fictitious name, which with the writer's real name and address must be given on a card, and placed in a sealed envelope. This envelope must be inclosed with the essay and sent under seal to the School Commissioner or City Superintendent. The commissioner or superintendent will appoint three persons to examine the essays received, and select the best, which will be forwarded with small envelope accompanying the same, to the State Superintendent of Public Instruction. He will appoint three persons to examine the essays thus forwarded, and determine which is the best essay. The envelopes containing the real and fictitious names of writers shall not be opened until the committee shall have made its decision and report to the State Superintendent. The writer of the best essay, as thus determined, shall receive a gold medal.

The name of the successful essayist will be announced in the Arbor Day Circular of 1891, and the medal will be presented on Arbor Day.

PRIZES FOR THE

BEST KEPT DISTRICT SCHOOL GROUNDS.

Through the liberality of William A. Wadsworth, of Geneseo, N.Y., the Superintendent of Public Instruction is enabled to offer two cash prizes for the first and second best kept District School grounds in the State, as follows: \$100 for the best, \$50 for second best. Competition is open to all district schools of the State. Following is the manner of determining the prizes:

A photograph is to be taken of the school grounds, sufficiently large to afford a fair opportunity of judging. This is to be accompanied by a diagram with full explanation concerning the location and character of walks, the kind and condition of fences, the kind and location of trees and shrubs. This statement is to be made by the trustees of school districts competing, indorsed by the school commissioner of the district having jurisdiction. These photographs and statements are to be forwarded to the Superintendent of Public Instruction before October 1, 1890, who will refer them to a committee appointed to examine the same, and determine the prizes.

Announcement of the award of prizes will be made through the public press, and prizes will be forwarded promptly to those entitled to receive them.

In this connection it is recommended that teachers invite pupils to present for exhibition in their several schools, drawings of school grounds, with suggestions as to how they may be improved or beautified. If possible, let local prizes be offered for best efforts in this direction.

HOW TO PLANT TREES.

WHAT TO PLANT.

The Arbor Day Circular of 1889 contained very full suggestions on this subject, prepared especially by the Forestry Division of the U. S. Department of Agriculture. These suggestions were also published in the Thirty-sixth Annual Report of the Superintendent of Public Instruction (page 880), a copy of which has been supplied to each school district of the State. In case this report cannot be referred to, a copy of the circular of 1889, containing these directions, will be forwarded upon application to the Superintendent.

Some competent person should be selected in every school, when practicable, to explain carefully how to transplant trees and shrubs in a skillful manner, and also how to take care of them after transplanting.

FORM OF REPORT

OF TREES PLANTED, AND VOTE ON "STATE FLOWER."

To.....

School Commissioner or City Superintendent.

Following is the report of School District No. Town of ... of trees planted, and vote on "State Flower:"

ARBOR DAY, May 2, 1890.

NAME OF TREE.	NUMBER PLANTED.	NAME OF FLOWER.	NUMBER OF VOTES RECEIVED.
.....
.....
.....
.....
.....

....., Teacher or Trustee.

ARBOR DAY.—1890.

"Flowers are the sweetest things God ever made and forgot to put a soul into."—[BEECHER.]

ARBOR DAY IN 1889.

[Extract from the *Thirty-sixth Annual Report of the Superintendent of Public Instruction.*]

The celebration of Arbor Day was generally observed in this State for the first time Friday, May 3, 1889.

Under the authority of chapter 196 of the Laws of 1888, programs of exercises containing musical compositions, original poems and selections from standard authors appropriate for the occasion, general directions for the selection of suitable trees, proper methods of planting and subsequent care, together with such other suggestions as seemed pertinent, were prepared and forwarded to all school commissioners in sufficient quantities to supply each school district with from three to five copies.

A general invitation had previously been extended through the press for all in sympathy with the spirit of the day to contribute original songs and poems, and such suggestions as would tend to promote the interests of the occasion. Many responses to this request were received, and, so far as space would permit, they were published in the program. Not a little of the pleasure derived from the program, as sent out, was due to these contributions.

The reports concerning the observance of the day were very gratifying, and indicated that the movement was heartily approved by teachers, school officers, pupils and the people generally. In some localities all other business was suspended for the day, the inhabitants vying with each other in making the exercises pleasant and profitable.

Outside of the cities, 5,681 school districts reported as having observed the day, planting 24,166 trees, not including vines, shrubs and flowers. An interest was aroused in our first celebration of Arbor Day, that will undoubtedly increase in succeeding years, creating and augmenting a love and reverence for nature as revealed in tree and bush and flower.

The lessons inculcated by this beautiful ceremony of planting trees are varied and important; not the least among them being the noble thought of doing something for others—a charity doubly blessed; it points out a utilitarian lesson, showing the importance of forests as sanitary agencies and as preventing drouths and freshets; it familiarizes the children with the variety, uses and value of leaves, bark, wood and fruit.

The observance of Arbor Day calls attention to the many school grounds that are totally inadequate to the necessities of the schools. These grounds, in many instances, are too limited to admit of ornamentation, and any attempt to encourage arboriculture there can be but a mere travesty upon the spirit of the law. The law is unfortunately silent as to the extent of school grounds. Every school site should contain at least a half acre of land—an acre would be better—and I would respectfully recommend that provision be made for carrying out this idea, making it applicable, at first, to all school sites outside of cities and incorporated villages.

"Ah! what would this world be to us
If the children were no more?"—[LONGFELLOW.]

"He who plants a tree, plants a hope."—[LUCY LARCOM.]

"He who plants a tree loves others besides himself."

"The best verses I have produced are the trees I have planted."—[HOLMES.]

AN ACT TO ENCOURAGE ARBORICULTURE.

CHAPTER 196.

Approved, April 30, 1888.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 2. It shall be the duty of the authorities of every public school in this State, to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 3. The State Superintendent of Public Instruction shall have power to prescribe from time to time, in writing, a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid, shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 4. This act shall take effect immediately.

"Who does his duty is a question
Too complex to be solved by me;
But he, I venture the suggestion,
Does part of his that plants a tree."

"It never rains roses: when we want
To have more roses we must plant more trees."—[GEORGE ELIOT.]

LIST OF SELECTIONS

APPROPRIATE FOR ARBOR DAY EXERCISES, ADAPTED TO ALL GRADES.

Among the Trees.....	BRYANT.
Antiquity of Freedom.....	BRYANT.
April and May.....	CELIA THAXTER.
An April day.....	LONGFELLOW.
Arbor Day Invocation.....	PARR HARLOW.
Arbor Day poem.....	LILLIAN E. KNAPP.
Arbutus.....	ELAINE GOODALE.
Buds in Summer.....	MRS. HEMANS.
Blushing Maple Tree.....	
Bobolink.....	ANON.
Boy That Stole Apples.....	WEBSTER'S SPELLING BOOK.
Breathings of Spring.....	MRS. HEMANS.
Brown Thrush.....	LUCY LARCOM.
Building of the Ship.....	LONGFELLOW.
Children in the Wood.....	PERCY.
Children's Arbor Day March.....	E. A. HOLBROOK.
Clematis.....	DORA REED GOODALE.
Cunning Old Crow.....	ANON.
Dance of the Daisies.....	MRS. S. M. B. PIATT.
Daffy down Dilly.....	ANON.
Discourse on Trees.....	BEECHER.
Dream of Summer.....	WHITTIER.
Early Spring.....	THOMSON.
Fair Tree.....	LADY WINCHELSEA.
Famous and Curious Trees.....	ANON.
Flower of Liberty.....	HOLMES.
Foolish Little Robin.....	ANON.
Forest Hymn.....	BRYANT.
Forest Song.....	W. H. VENABLE.
Forest Trees.....	ELIZA COOK.
Freedom's Flower (Golden rod).....	MARIAN DOUGLAS.
Funeral Tree of the Sokokis.....	WHITTIER.
Gingerbread Tree.....	HARRIET P. SPOFFORD.
Golden Rod.....	ELAINE GOODALE.
Green Things Growing.....	MRS. CRAIK.
Hail, Arbor Day.....	LIZZIE D. ROOSA.
Hiawatha (Extracts from).....	LONGFELLOW.
Historic Trees.....	E. C. DELANO.
Holley Tree.....	SOUTHEY.
How an Apple Tree Grows.....	ANON.
How the Leaves Came Down.....	SUSAN COOLIDGE.
If I were a Bird.....	ANON.
In a Forest.....	SOUTHEY.
In Praise of Trees.....	SPENSER.
In the Swing.....	EUDORA S. BUMSTEAD.
Ivy Green.....	DICKENS.
Kind Old Oak.....	ANON.
Landing of the Pilgrims.....	MRS. HEMANS.
Last Dream of the Old Oak Tree.....	HANS C. ANDERSEN.
Little Acorn.....	MRS. M. H. HUNTINGTON.
Little Brown Seed in the Furrow.....	IDA W. BENHAM.
Little Planter.....	ANON.
Love of Nature.....	WORDSWORTH.
Marriage of the Flowers.....	S. H. M. BYERS.
May Queen.....	TENNYSON.
My Elm Tree.....	REBECCA D. RICKOFF.
Oak and the Mistletoe Seed.....	
Oak, The.....	LOWELL.
Old Man's Counsel.....	BRYANT.
Olive Tree.....	MRS. HEMANS.
Our Almanac.....	ALDRICH.
Palm and the Pine.....	TAYLOR.
Palm Tree.....	WHITTIER.
Patriot's Password.....	MONTGOMERY.
Plant a Tree.....	LUCY LARCOM.
Planting of the Apple Tree.....	BRYANT.
Popular Poplar Tree.....	BLANCH W. HOWARD.
Resurgam.....	S. S. SHORT.

LIST OF SELECTIONS—Continued.

Rock-a-bye Baby on the Tree Top.....	ANON.
Somebody's Knocking.....	ANON.
Song to the Maple Tree.....	E. A. HOLBROOK.
Spare the Trees.....	MADAME MICHELET.
Spring.....	HENRY TIMROD.
Spring Song.....	KATE HAWTHORN.
State Tree.....	MRS. B. C. RUDE.
Summer Longing.....	GEORGE ARNOLD.
They've Cut the Wood Away.....	ANON.
To a Mountain Daisy.....	BURNS.
Tree Burial.....	BRYANT.
Tree that Tried to Grow.....	
Under the Apple Tree.....	ELIZABETH A. ALLEN.
Under the Old Elm.....	LOWELL.
Under the Palms.....	GEORGE WILLIAM CURTIS.
Under the Washington Elm.....	HOLMES.
Under the Willows.....	LOWELL.
Use of Flowers.....	MARY HOWITT.
Voice of the Grass.....	SARAH ROBERTS.
Voices of the Night.....	LONGFELLOW.
Waiting to Grow.....	ANON.
What Do We Plant?.....	HENRY ABBEY.
Wonderful One-hoss Shay.....	HOLMES.
Woodman, Spare that Tree.....	MORRIS.

ARBOR DAY IN CITY AND COUNTRY.

It is well known that children in our cities are, for the main part, deprived of those means of coming in unrestricted contact with Nature, the green fields, the woods and streams of the country, so desirable for the young, and through which, uncsciously, those who have been or are more favored by circumstance have absorbed knowledge by this desirable intercourse with nature, which undoubtedly enlarges and makes more intelligent their power of observation, and increases even their capacity to study and understand many useful branches of knowledge theoretically taught in the school-room. It is well, therefore, to encourage the formation of societies either by delegates from each school to one central organization, to be entertained once or twice a year or oftener, in matters pertaining to tree and plant cultivation, forest preservation and their relation to the useful arts, the protection of our song birds, etc., or by the organization of societies in each school, the Boards of Education making some practical concessions by which entertainment and instruction combined may be provided for in relation to the same subjects.

Now, as to the country schools, so-called. Here is an opportunity to enlarge upon the practical benefits in relation to the general purpose of Arbor Day. The cry in our large communities is for parks and breathing places for the people, for the cultivation of a more intelligent understanding of out-door recreation. No village in this State is too small to secure, either by official purchase or through philanthropic channels, some area to be devoted to a public ground or park—the enlarging of the school grounds—the adornment of a railroad station or other central point of gathering whereby the public taste may be educated, the future greatly benefited and the means afforded at once for practically demonstrating the utility of Arbor Day by planting and otherwise improving them under judicious advice. This work should always be done with the participation of school children generally, or through the medium of the organizations before indicated. There is also the improvement of roadways leading to the school-house, to the church or some thoroughfare having the possibilities of greatly enhanced beauty by means of the adjunct of tree planting properly provided for.

PRUNING TREES.

As trees grow thickly together in the forest, the lower limbs die and drop off, while they are small; but in case of isolated trees, the conditions are so different, that unless pruned, they are often ill shaped and unsightly.

Many people erroneously imagine that as a tree grows, the limbs will be raised higher, whereas, from increased weight, they droop and become really lower.

The common practice is to neglect pruning shade trees till the view is obstructed by large low limbs which are then heroically sawed off, leaving large knots and scars which must ever remain to offend the eye. These useless branches were grown at the expense of the main trunk; such trees can never present the fine and majestic appearance of those which have a nearly uniform diameter from the ground to the lowest limbs.

In imitation of nature's process in the forest, all limbs and sprouts should be removed as soon as possible up to a desired point; this can usually be done with an ordinary knife, or even the hand. In considering the removal of a sprout, the question should be: Will a branch be desirable at that point? If not, let it not remain to rob desirable parts. The height at which branching should be allowed to commence must be decided by individual taste which will also indicate the lopping off, at other points, of those branches which are ill-formed, and not in harmony with the general appearance. Dead and decaying limbs should be promptly removed.

H. R. SANFORD, A. M.

"I am midway to believe
A tree among my far progenitors,
Such sympathy is mine with all the race."—[LOWELL.]